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## REFORM SCHOOLS IN GERMANY.\*

BY MR. C. C. TH. PAREZ,

*Lecturer in English Literature to the Association for the Promotion  
of the Higher Education of Women in Hanover.*

### PART II.

THE pedagogic side of the question, the postponement of Latin till the age of twelve to thirteen and of Greek till fourteen to fifteen is, I venture to think, a change of considerable import and one which demands our careful attention, both to the method and the results obtained.

Only when a boy begins to learn a foreign language, not empirically, but according to a grammatical system, does he learn to recognize, compare, and distinguish the notions which attach to words.

He is compelled by translation to think about the position of words in the sentence, and the kind of expressions he uses, and to make comparisons with his own language. The farther a foreign language is removed from our direct observation, and modes of expression, the more necessary is this reasoning and comparing.

From this standpoint the dead languages offer a far better field for the schooling of the mind than modern languages. The superiority of the cultured man of the present day consists, in no small measure, in that he is, by his education, capable of treating ideas and facts from an objective point of view and considering them on their own merits.

Now there is a general consensus of opinion in Germany, that the boy of twelve or thirteen is better fitted to cope with the intellectual difficulties of a dead language, and derive real benefit from the training of the mind which should accompany the study of one than the boy of nine or ten. The reasoning powers are then more developed, and the mind is capable of more intense application.

A modern language such as French is more suited to boys

\* Readers of the *Review* may be interested in knowing that the subject here discussed, and of which it is hoped a clear, though succinct, account is given, is also handled in the just recently issued Volume 3 of Reports of the Special Inquiries Branch of the Education Department, especially by Mr. Fabian Ware, and by the Editor, Mr. Sadler, in an important paper by him on "Problems in Prussian Education for Boys, with special reference to similar questions in England."

of nine or ten, because it can be in nearer relation to his immediate observation than Latin; it lends Germans call Anschauungs-und boy is interested at once, he learns to talk about his surroundings in a way. He can apply his knowledge rather than the reasoning power. He finds points of connection. It is also admitted that he has a better ear for language than correct pronunciation undoubtedly naturally by commencing at the age of three years at French, as to be able to talk simply but has read a considerable amount progress than was possible with less difficulty. He has in fact gained something which at the cost of less time than if additional time thus saved is devoted to History and Geography. The boy is so far advanced that he can now be reduced to two or three years of the school life; a better position to understand the mathematical forms when studied in case under the old system. An additional hour has also been devoted to Mathematics in these first three years in a position to devote his whole time to equal training in one foreign language of his own tongue to the advantage. It is astonishing what progress under these conditions during the first three years has now proved to be a period no whit behind boys who have devoted a total of only three years against thirty-six in the case of progress goes far to stimulate the



of nine or ten, because it can be taught empirically, it stands in nearer relation to his immediate surroundings and direct observation than Latin; it lends itself better to what the Germans call Anschauungs-unterricht. Consequently the boy is interested at once, he learns to name what he sees, to talk about his surroundings in the language, in an elementary way. He can apply his knowledge practically. The senses rather than the reasoning powers are called into play.

He finds points of connection at home with his new acquisition. It is also admitted that at nine years of age a boy has a better ear for language than at twelve, and picks up a correct pronunciation undoubtedly all the more easily and naturally by commencing at the earlier age.

After three years at French, the boy has advanced so far as to be able to talk simply but fluently on concrete subjects, has read a considerable amount, and made very much further progress than was possible with Latin, and with considerably less difficulty. He has in fact attained a definite end, and has gained something which appeals to him practically, at the cost of less time than if he had studied Latin. The additional time thus saved is devoted to the mother-tongue, or to History and Geography. While after these three years the boy is so far advanced that the time devoted to French can now be reduced to two or three hours a week for the remainder of the school life; at the same time, he is in a better position to understand the real significance of grammatical forms when studied in a dead language than was the case under the old system.

An additional hour has also been devoted to the study of Mathematics in these first three years, so that the boy is now in a position to devote his whole energy, strengthened by lingual training in one foreign language, and by a sound grasp of his own tongue to the study of Latin.

It is astonishing what progress the boy makes in Latin under these conditions during the next two years.

Experience has now proved that he is at the expiration of this period no whit behind boys who have ground at it for five years under the old system, in spite of the fact that he has devoted a total of only twenty weekly hours to it as against thirty-six in the case of the latter, and this rapid progress goes far to stimulate the boy's interest in the subject;



he feels that his powers are equal to the demands made on them; he has already gained confidence—surely a most important point—through the fact that he has, if only in an elementary way, exploited one modern language, and attacks the new subject with an avidity and interest due to the consciousness of developing powers and tried strength.

At the end of the first year he has already mastered the accident and worked through a number of easy selections from Latin authors, and is in a position to commence Cæsar.

During the second year, a comparatively large amount of reading is done. In one Reform School, Cæsar's Gallic War, Books I.—VI., is traversed; in another, part of this and a little Ovid; in each case the boy has the satisfaction of having accomplished a definite piece of work, and of having gained a feeling of mastery over the language before commencing with another.

Goethe's principle, "*Es genügt nicht dass man Schritte thue, die einst zum Ziele führen, sondern jeder Schritt soll Ziel sein,*" is thus kept in view; a definite end is gained, not to mention an insight into an interesting part of the world's history, which has a direct bearing on the language with which the boy has already reaped some considerable acquaintance.

The advantage of thus deferring the study of Latin till the twelfth or thirteenth year has been exemplified again and again in English grammar schools. I have myself in many cases had the opportunity of noting the amazing progress made in Latin by boys of twelve or thirteen fresh from the Board Schools, who have entered by competition or otherwise the third or fourth form in a grammar school, and who at the end of a year's work are nearly as far advanced as their fellow-pupils who have been grinding at Latin for some three years; and if their vocabulary is naturally not so rich, their capacity for reading Latin and rendering it into good English points to the great benefit they have derived from a good foundation in the mother-tongue, and to the advantage of postponing Latin to an age when the mastering of grammatical forms presents less difficulty, and the boy is able to see a definite end within reach of his endeavours, and is therefore less likely to be disheartened.

A fair grasp of Latin being thus obtained in the two years,



comprising classes IIb. and IIIa., Greek commences in IIb., while the number of hours devoted to Latin is reduced from ten to eight in the Gymnasium, from eight to six in the Realgymnasium—except in the case of Reform Schools, such as Hanover, where, as we have seen, both types of school retain a common middle division, the final result, however, coming out much the same in both cases. By the end of his school career, however, the average boy has in the Gymnasium learned to read Horace and Tacitus, and in the Realgymnasium, Cicero and Virgil, without encountering any great difficulties.

During these last four years, in which Greek forms a part of the curriculum, eight hours weekly are devoted to it, the first year being practically taken up with mastering the accidence, while three remain, as the Headmaster of one Reform School put it, for the study of the beauties of Greek poetry and Greek wisdom.

If the objection is raised that four years is too short a time to devote to Greek, it must be remembered that it is, in general, only taken up by those who have given proof of a taste for languages by their previous attainments in Latin; boys, whose progress in Latin during the two previous years in IIb. and IIa. did not warrant their commencing Greek, finding little difficulty in passing over to a Realgymnasium at this point, while in such schools as Leibnizschule, in Hanover, or the similar Reform School in Carlsruhe, the bifurcation to the Gymnasium and Realgymnasium sides of the school occurs here, and offers the choice of Greek or English for the third foreign language.

It must also be kept in mind that a more intense application to Greek at a riper age is likely to produce better results than a larger sum total of hours would, when spread over a longer period and beginning at a less mature age.

It is, as yet, impossible to speak with authority on this subject, as the first gymnasium to adopt the Reform system only commenced work on the new lines in 1892, working it from the lowest class upwards year by year so as to avoid any general disturbance of the school work; and no final results, as far as the study of Greek on this system is concerned, will therefore be forthcoming till the first class started has passed through its nine years' course, *i.e.*, not till the year 1901.







With the second year the boy is thus ready to commence reading Latin authors. In one school the course for the second year in Latin includes Cæsar, Books I.—VI., revision of the grammar and extension of the syntax, with easy translations from English into Latin; in other schools a corresponding standard is attained.

Comparing this with the corresponding programme of a gymnasium under the old régime, the remarkable fact transpires that at the conclusion of these two years the boy has reached in Latin as high a point as his compeer under the old system although he has devoted only twenty weekly hours to it to the latter's thirty-six, while at the same time he is not behindhand in any of the other subjects.

In the Linsen-städtisch gymnasium in Berlin, for example, the curriculum of which might be taken as fairly representative of the old system, the work done in IIIa. in Latin included four books of Cæsar with selections from Ovid's *Metamorphosen*, which in point of quality at any rate does not exceed the amount got through in the same class of the Reform School. One must remember, of course, that during these two years in IIIa. and IIIb. in the old gymnasium, six hours a week has been given to Greek, on the other hand the Reform Leaders claim that the loss of these hours is again fully compensated for by the additional progress made in the subject from class IIb. onwards, and that the time thus gained from Greek is at this period of school life much more profitably expended on other subjects, French, Latin, Mathematics.

With the entrance into IIb., then, the boy is fairly embarked on Latin; he has achieved a definite end in the study of Cæsar, and the grasp of languages already acquired makes the introduction to Greek all the easier.

The Greek accidence lends itself to such orderly and methodical development that it makes less demand on the memory than on the reasoning powers, at that age more fully developed, and the method of arranging the text books in use is such that the grammatical and syntactical rules are developed on the same plan in each language.

In Greek, as in Latin, the whole of the accidence is traversed in the first year with selected rules of syntax, and easy selected passages are attempted for translation from Greek into German and *vice versa*.







This idea has already been practically carried out with praiseworthy energy by the headmaster of the Goethe Reform Gymnasium at Frankfort, in which school the results already obtained under the Reform system are eminently satisfactory.

On the whole the future of the Reform School is hopeful. It seems to meet the practical exigencies of the national life of the day, without prejudice to the ideal of a good education. It has so far fulfilled the expectations of its advocates in the Realgymnasien and Realschulen founded on the Altona system, and promises to give equally good results on the Frankfort system. It has met with a favourable reception at the hands of the higher authorities and has struck firmly into the roots of educational life in Germany. It might almost be predicted that at no distant date the whole system of higher schools in that country will adopt its principles.

#### APPENDIX A.

There is at present a strong revulsion of feeling against the system of privileges.

Dr. Reinhardt, the energetic headmaster of the Goethe Gymnasium at Frankfort, Herr Ramdohr, headmaster of the Leibnizschule at Hanover, and other prominent educational authorities have spoken very strongly against it.

When in 1891 the few privileges then attaching to the Realschulen were extended and the leaving examination of these schools recognized as a qualification for admission to the Universities to study mathematics and science, as also for entrance into engineering, forestry, mining, and other careers, the popularity and prestige of these schools went up with a bound, and many of them, then in a languishing condition, entered at once on a new and prosperous existence.

It is probable that the higher privileges formerly extended to the Gymnasien were bestowed on the principle of "*timeo Danaos et dona ferentes*"; and in course of time, the recognition of the importance of the Realschulen in the educational world will doubtless lead to an extension to this class of school of further privileges.

Again it is urged that a purely classical education ought not to carry with it higher privileges than an education in which mathematics and science take a prominent place, and that the boy who on leaving the Realgymnasium is capable



of reading Cicero or Virgil with ease should have the same right of entrance into the various professions as the student of the Gymnasium.

Greek, in fact, should not be made a matter of compulsion, as it would always attract a certain number of students without the additional incentive of higher privileges.

This question of privilege will no doubt come prominently to the front in the near future. The nearer relations established between the different types of school under the Reform system make its solution the more imperative.

Many prominent educationalists are, however, of opinion that the boy who has passed twelve or thirteen years in one of the State schools, should have perfect liberty to adopt any profession he chooses, and that it should be left to professional examinations to test his capability to fulfil the requirements of the career he intends to embrace.

## APPENDIX B.

List of the Reform Schools existing in Germany before the 1st January, 1898, with notes on their variation from the normal systems.

### A. ALTONA SYSTEM.

Place.	Date of Commencement.	Type of School.	Remarks.
Altona .. ..	1878	Realgymnasium	Combined with Realschule
Güstrow ..	1885	"	
Magdeburg .. (Guerickeschule)	1887	"	Combined with Oberrealschule. Adopted the Frankfort system at Easter, 1897
Iserlohn ..	1892	"	Combined with Realschule
Hildesheim ..	1893	"	Combined with Realschule
Ettenheim-i.B.	1893	Realprogym.	Optional instruction in Greek for three years
Osnabrück ..	1893	Realgymnasium	English commences in VI. French in IV. Combined with Realschule
Altenburg ..	1894	"	Combined with Realschule
Hamburg .. (Johanneum)	1897	"	

Name	Date of Commencement	Type of School
Albion A.M.	1892	Gymnasium
Albion Gymnasium	1892	Realgymnasium
Albion A.M. (Walters Schule)	1892	"
Albion A.M. (Masters Schule)	1892	"
Albion ..	1895	Realgymnasium and Gymnasium
Albion ..	1895	Realgymnasium
Albion ..	1895	"
Albion & Th. ..	1895	(7 class Progym. (and Realprogym.))
Albion ..	1895	Realgymnasium
Albion ..	1895	"
Albion ..	1895	"
Albion ..	1896	Gymnasium
Albion W. ..	1896	Realgym. and Realschule
Albion ..	1896	Realgym. and Gymnasium
Albion ..	1897	Realgymnasium
Albion ..	1897	Gymnasium
Albion ..	1897	"



## B. FRANKFORT SYSTEM.

Place.	Date of Commencement.	Type of School.	Remarks.
Frankfort-a-M.	1892	Gymnasium	
Goethe-Gymnasium			
Frankfort-a-M. (Wöhlerschule)	1892	Realgymnasium	Has a second division conducted in the lines of the "General" Lehrplan
Frankfort-a-M. (Masterschule)	1892	"	
Hanover .. (Leibnizschule)	1895	Realgymnasium and Gymnasium	Both sides combined till IIIa inclusive. Bifurcation commences with IIb
Lippstadt ..	1895	Realgymnasium	Combined with Realschule. English begins in IIIa
Breslau .. ..	1895	"	
Ohrdruf-i-Th. ..	1895	(7 class Progym.) (and Realprogym.)	Latin begins with class VI.
Gera .. ..	1895	Realgymnasium	English begins with IIIa
Dresden .. (Dreikönigsschule)	1895	"	Slight variations in the arrangement of the hours
Barmen ..	1895	"	
Breslau .. .. (König Friedrich Gym.)	1896	Gymnasium	
Witten-i-W. ..	1896	Realgym. and Realschule	English commences in the Realgymnasium division in IIIa
Karlsruhe ..	1896	Realgym. and Gymnasium	Same as in Leibnizschule, Hanover
Kiel .. ..	1897	Realgymnasium	Combined with Oberrealschule. Latin commences in IIIb
Charlottenburg	1897	Gymnasium	
Schöneberg bei Berlin	1897	"	Combined with Realschule